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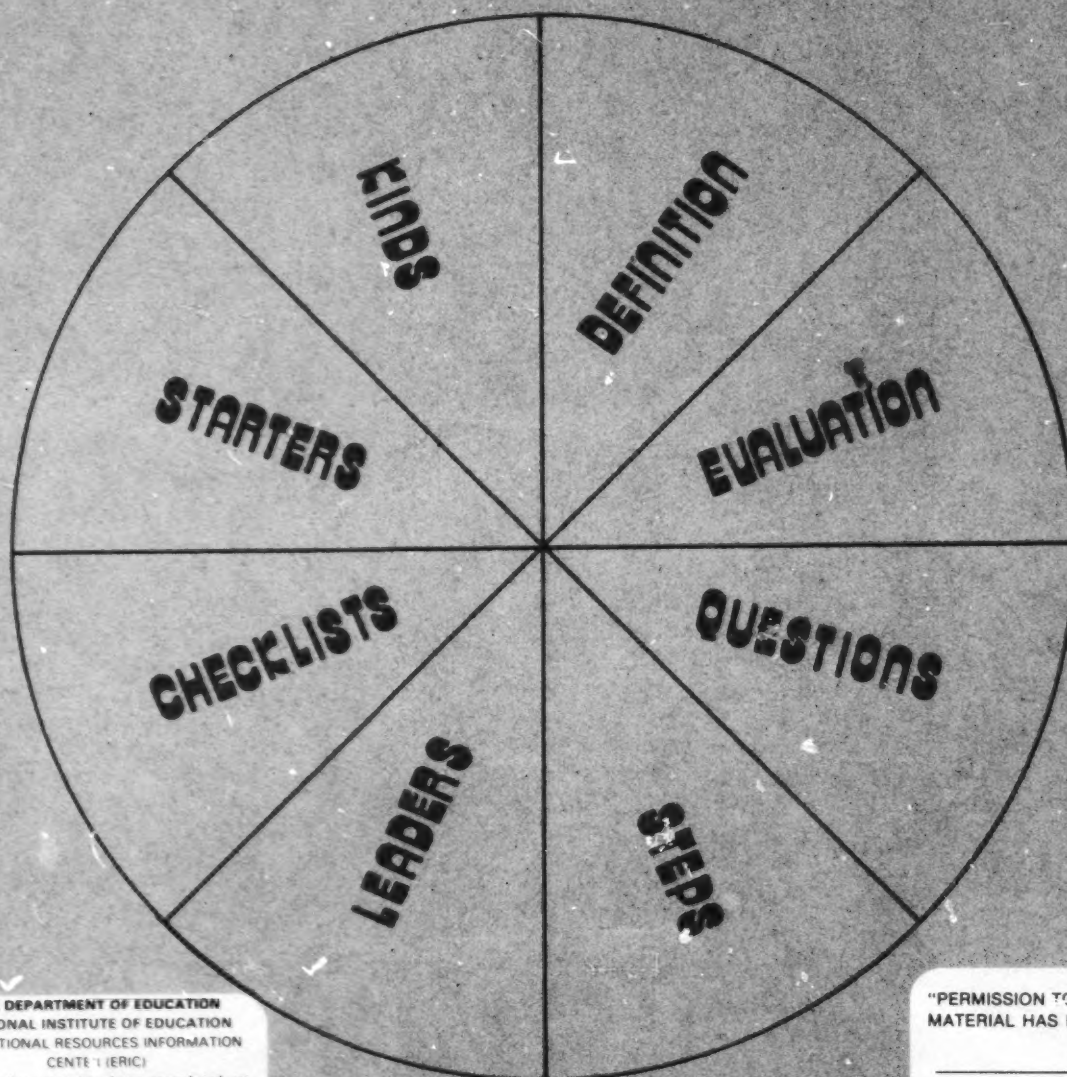
ABSTRACT

Guidelines are presented to aid workshop leaders when planning and facilitating workshops. Listed are: (1) five types of activities for workshop participants; (2) six kinds of workshop formats; (3) three questions to ask when planning workshops; (4) preplanning steps to follow when organizing a workshop; (5) suggestions for workshop leaders; (6) a checklist of prearrangement details; and (7) starter activities which can be used to encourage group interaction among those attending workshops. A workshop evaluation form is also provided. (JW)

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WORKSHOP HELPER

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Tips on how to run a successful workshop

FOREWORD

Workshops are an important component in the staff development process. At the Humphrey Center, we have available the resources of a staff with varied backgrounds in both education and industry. Many staff directed workshops have already taken place here at the Center. In order to support the efforts of these workshop leaders and to encourage and guide new ones, the Staff Support Steering Committee has prepared this booklet.

It is our hope and intention that the information contained in this Workshop Helper will support you in your planning of future workshops. Your expertise, combined with specific guidelines already proven successful, will result in workshops that are effective in both content and design.

COMMITTEE

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WORKSHOPS

Definition

a session or series of sessions designed for participants to engage in one or more of the following activities:

- .research
- .study
- .work
- .discussion
- .development and application of ideas

Kinds

- .informational
- .sharing
- .developmental
- .planning
- .instructional
- .experiential

Preplanning Questions

- .what are the major needs of the workshop participants?
- .what objectives and activities are most appropriate?
- .what new knowledge or awareness do you need to acquire before the workshop?

Steps to follow

- .establish goals by asking
 - .what do you want to happen?
 - .what do you want people to go away with?
- .brainstorm methods
- .select methods
 - .structured experiences
 - .non-structured experiences
 - .lectures
 - .discussions
- .select structure
 - .interpersonal
 - .intrapersonal
 - .small group
 - .intergroup
 - .whole group
- .use staff support personnel to help you plan

LEADERS

Hints

- . be clear
- . be positive
- . be direct
- . be prepared
- . be yourself
- . be energetic
- . use your sense of humor

Role

- .ask questions
- .keep group on track
- .clarify as necessary
- .summarize
- .listen
- .delegate responsibility for notekeeping

Make Sure To

- .avoid inputs that disrupt group- jokes, sarcasms, asides, free associations that stray from main point
- .avoid straying from agenda
- .avoid letting someone monopolize session
- .recognize hidden agendas

Make Sure You Have

- .determined membership of group
- .selected time and place of meeting
- .developed agenda
- .developed an alternative plan
- .planned some ice-breakers
- .prepared evaluation form

CHECKLISTS

Planning

- .time, date, and room/
space designation are
determined
- .audio-visual equipment
and materials have
been reserved and
checked to see if they
are working
- .coffee or food is
ordered and will
be available when
needed
- .displays have been set
up
- .tasks have been
assigned to specific
workshop facilitators
- .all printed materials
have been received
or duplicated
- .name tags are complete
- .magic markers, news-
print, easel, black-
boards are in room
- .evaluation sheet is
ready
- .arrangements are made
for parking
- .participants are
informed about eating
facilities in area
- .necessary forms are
ready

One More Time

- .membership determined
- .time and place
selected
- .agenda developed
- .alternative plan
developed
- .ice breakers planned
- .evaluation prepared

STARTERS

Scenario

- .participants take a trip to outer space
- .take-off in 1982, return in 5 years
- .what improvements have been made? (list improvements)
- .how did these improvements occur? (list how by using action verbs)

Getting Acquainted

- .participants pair off
- .they interview each other
- (use a prepared list of questions if necessary)
- .large group reassembles
- .partners introduce each other to the large group:
"I'd like to introduce you to..."
or "I'd like you to know.."

Wish List

- .participants brainstorm a list of things that could improve a situation:
- "I wish I knew how to individualize.:"
- "I wish I were successful teaching special needs students."
- "I wish I had better curriculum."

Share

- .participants share wishes and add to their own list
- .participants prioritize listed wishes
- .participants identify wishes they will work on
- .participants identify resources to help fulfill their wishes

EVALUATION

I. Please circle the appropriate number

	Not Helpful	Somewhat Helpful	Very Helpful	NA
1. The pre-workshop communications were:	1	2	3	4
2. The organization of the workshop was:	1	2	3	4
3. The objectives of the workshop were:	1	2	3	4
4. The methods of presentation were:	1	2	3	4
5. The ideas and activities were:	1	2	3	4
6. The audio visuals used were:	1	2	3	4
7. The handouts were:	1	2	3	4
8. The work of the instructor was:	1	2	3	4
9. The response to questions was:	1	2	3	4
10. Overall, I consider this workshop:	1	2	3	4

II. What information presented at this workshop did you find very useful?

III. What suggestions do you have for future sessions?

IV. Other comments: